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ABSTRACT

This paper discusses a reform project (The Professional Development System: Collaboration for Quality Education) collaboratively developed by the University of North Carolina at Wilmington and the Brunswick and Duplin County (North Carolina) public school systems. The project takes a systems approach to changing the way teachers are educated and draws upon theoretical frameworks from the areas of organizational reform, adult learning, professional development of educators, and clinical supervision. Four goals guide program design and implementation: (1) to improve public school classrooms; (2) to improve teacher education, particularly student teaching and field-based components of methods courses; (3) to improve school/school system and school of education practices; and (4) to change the student teaching supervision model to learner-centered supervision. Program activity is centered in elementary clinical sites. Narrative statements from program graduates, classroom teachers, public school administrators, field-based teacher educators, and university faculty supply glimpses of program operations. Findings related to the impact on schools, teachers, preservice teachers, and teacher education programs are presented, and implications of the results are discussed. The professional development system incorporates formative and summative evaluation strategies, including interviews and a follow-up study of graduates that considered employability, licensure, and assessment of program graduates by employing principals. In general, results suggest that the program is working. (Contains 45 references.) (IAH)

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A New Vision for Schools, Supervision, and Teacher Education: The Professional Development System and Model Clinical Teaching Project

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Introduction

A growing number of educational institutions are involved in reform efforts that seem to result in little or no lasting, positive change. While educators and the public at large are supportive of making changes in the nation's education system, many feel that the initiatives are haphazard, tend to be faddish, and that the actual changes achieved may be due to a sometimes unidentifiable set of circumstances. Concerned with the randomness of the reform initiatives, educators often fail to see a connection between research-supported theory and the process used to achieve established goals. The Professional Development System: Collaboration for Quality Education project, designed by The University of North Carolina at Wilmington, Brunswick County and Duplin County Schools, seeks to address this issue.

Theoretical frameworks offered in the literature on educational and organizational change theory have guided the multiple innovations of this project. Related writings on adult learning theory and the professional development of educators, as well as the literature on clinical supervision are integrated into the discussion of these theories in part one of this paper.

In part two, the project design and implementation based on the four project goals will be discussed. Narratives from the stakeholders; i.e., program graduates, classroom teachers, public school administrators, field-based teacher educators, and university faculty will provide the reader with perspectives on this educational reform project. The third section of this paper will describe the evaluation of the project that focuses on the impact on schools, teachers, preservice teachers, and teacher education programs. The paper will conclude in part four with a discussion of the implications raised by project results. The impact on educational organizations, public schools and the university will be presented.

Part One: Theoretical Frameworks

Educational and Organizational Change

"Educational change is a process, not an event" became the slogan for numerous reform

movements in the 1980's. Many researchers have examined the educational change process and have stated that rather than being an imposed set of solutions to a given set of problems, school improvement is dynamic and results in multiple innovations being developed (Anderson, 1989; Bancroft & Lezotte, 1985; Fullan, 1991).

Joseph Murphy(1990) argued that there is a difference between the current reform movements and those of the past. He contends that three key elements positively influence the success of current efforts. First, many reforms are more wide spread, reinforced and accelerated in many states, districts, and schools. The "scope and momentum" of the movements are unparalleled, with more intensity than ever. Second, reforms are more comprehensive and focus on identified problems which are directed at a more general student population. Third, Murphy points out that the source of reform is also different, with a broader base of interested parties involved in the identification of the problems and the legislation of school improvement. Community interests, business leaders, legislators, university faculties, and politicians are becoming more active in educational reform movements. Murphy believes that these factors greatly enhance the possibility that current school reform efforts will be successful.

Even with an identifiable impetus for change, reformers have seemed to ignore some obvious findings associated with previous change efforts (Sarason, 1990). Particularly, educational reform should address more than the improvement of schools or the quality of education, as comparable groups have done for the last 20 years. It should analyze the complex processes of change and the surrounding organizational factors that affect success. These include the study of 1) the dynamics of the system, particularly the power relationships, 2) the decision-making structures and the conditions under which these apply, and 3) the recognition that schools exist not only for the development of children but also for the development of faculty (Sarason, 1990, Guskey & Huberman, 1995).

Over the past ten years, arguments have ensued about the effect of top-down versus bottom-up stimuli for starting reform. As states and legislators became involved in mandating school reform, many educational practitioners voiced the concern that change mandated from the top was doomed to failure. As a case in point, Elmore and McLaughlin (1981) found that people in the classrooms and schools were the ones who made the decisions that directly affected a

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program's success and that it was difficult for state-initiated change efforts to get their interest, effort and commitment. Therefore, many believed that in order for a change process to be successful, it must be generated from those in the field: a bottom-up approach.

However, an earlier large scale study of federal initiatives found that if administrators initiate change but do not involve teachers, no real change takes place. And, if teachers generate ideas, but the administration is uncommitted, the ideas go no further (Berman and McLaughlin, 1978).

In 1988, Creamer and Creamer further expounded on the source issue, reporting findings from a study that looked at program innovation in higher education. They found that the impetus for change in successful improvement programs could come from a combination of external and internal forces. For instance, in several of the case studies, while the governing boards aggressively mandated the change, the staff indicated that they had the same goals before they were required by regulations. In each case, whether the call for change was from federal court mandate, governing boards, or from others within the organization, all participants had internalized the need for change. Their findings concluded that the source of the innovation may not be as important as the fact that all participants must be well informed and supportive.

Recognizing that schools are not unusual in their complexity or in their organizational structure, it is useful to reflect on "best practices" associated with other complex organizations as can be found in business and industry. Chris Argyris, cited in Bennis, Benne, and Chin's The Planning of Change (1969), emphasized the importance of the following elements: 1) provision of time, 2) recognition that cooperation is a necessity, 3) the need to approach the organization as a system, 4) the need to phase-in the program for the individual, groups, and the organization as a whole, 5) the need to maintain awareness of the intellectual and emotional content throughout the process, and 6) to provide variations in programs as needs are identified. In this change model, the frequency of re-evaluation and subsequent responsive modifications are important elements. These are often either missing or are not as apparent in many school reform models.

Organizational Culture

Although collective activity is a desired element, another important contributing factor in the success or failure of change initiatives is "organizational homeostasis" (Lehming and Kane,

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1981). Homeostatic forces are at work in any organization, as well as within any individual, stabilizing patterns of behavior and keeping them in an acceptable range. Furthermore, these forces may actively function to prevent changes that may endanger some essential aspect in the life of that organization. For example, in the "cellular model" of school, teachers have relative autonomy in their own classrooms. Although teachers complain about working in isolation, their actions often result in the protection of these predictable, well-defined roles (Joyce, et.al., 1983).

These homeostatic forces can be categorized into three levels. Citing Getzels and Thelen (1976), Joyce described the first as the idiographic level where personal concerns, emotions, values, and the informal system of communication are powerful forces that resist change. Secondly, the formal-structural level of the organization refers to the way authority and formal communication patterns are distributed and maintained. The third level is the external system in which the institution exists, consisting of the social organization and "cultural milieu" which interact with school organizations. Each of these levels must be recognized, coordinated, or neutralized in any effective major change effort (Joyce, et.al., 1983).

Prince (1989) agreed that these "invisible forces" must be considered in any school change effort for true behavioral change to take place. He used the term "systemic" to describe the importance of the day-to-day operations in the schools that are characterized by repetitious systematic patterns of activity which are comfortable. New members entering an organization are quickly assimilated into these patterns. He went further and advocated "systemic cultural renorming" as a vital step necessary before organizations can undergo any real change. Collective activity must become the norm and working for the whole organization must be reinforcing before homeostatic forces will cease to operate against innovations (Joyce, et.al., 1983; Prince, 1989).

Hargreaves (1991) cautioned that "collaborative cultures rather than contrived collegiality" are important distinctions in planning for successful organizational change. Sandholtz (1991) confirmed this in a report on a longitudinal study. Results showed that the development of collegiality was characterized by interactions which moved from minimal, informal interactions to formalized teaming and cooperation. Furthermore, it demonstrated that collaboration was successful because it was linked to a particular mutual goal, focusing efforts and necessitating the involvement of peers.

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The theory of change clearly indicates that the quality of the relationships and the resulting interactions among the players are strongly related to implementation success (Fullan, 1991; Rosenholtz, 1989). The characteristics of a high quality working relationship (collegiality, open communication, trust, support and help, learning on the job, and commitment to getting results) were closely related to job satisfaction and morale. Judith Warren Little (1982) describes successful schools as ones in which there is a sense of collegiality, where the staff works cooperatively exchanging information and supporting one another in improving instruction. The "rate, range, relevancy, and reciprocity" of the patterns of interactions were key assessments for analyzing the health of these organizations.

Professional Development of Educators

As has been shown, schools must engage in collective activity characterized by active staff involvement in school improvement efforts. This element fosters commitment and a sense of ownership, decreasing isolation and increasing cooperation in school-wide and district planning (Murphy, 1990).

Successful educational improvements are linked to the professional development of educators within the school environment (Joyce and Showers, 1988). Professional development programs are asking educators to expand and elaborate their knowledge systems. These "knowledge systems are simultaneously the objects of change and factors that support or constrain the change process" (p. 38, Guskey and Huberman, 1995).

Joyce and Showers (1988) refer to executive control, a requirement before teachers can effectively use a new model of teaching. Executive control allows the teacher to apply the model within the context of the specific classroom, to make decisions regarding the adaptation and adoption of the model with particular students and contexts.

Not only should teachers be receivers of knowledge, but they should be generators of knowledge on teaching and learning (Nolan and Francis, 1992). The process of meaning-making immerses the teacher in self-analysis, thoughtful reflection about teaching and in making explicit the process of decision-making that has developed into automatic, sometimes subconscious scripts. It is further advanced by collaborative dialogue that provides interactions that often raise

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new connections, examples and consequences based on the realities of the classroom context (Cambourne, 1988). The value of colleagueship is again emphasized.

Many change efforts are considered to be teacher-centered, focusing on changes in the classrooms with relatively little attention paid to those in administrative positions in the schools or districts (Trachtman and Levine, 1994). Educational and organizational change efforts must attend to each of the players within the organizations, providing opportunities to gain the knowledge, skills, and attitudes that support and challenge growth.

There has been a dramatic shift, for administrators are being expected to build a community of learners, becoming not only the facilitators of the professional development initiatives within their buildings but to serve as mentors and guides for others (Teitel, 1996). The role of educators in collaborative efforts has shifted to one in which the improvement of schools from within is hinged on the interactions among and between teachers and administrators (Barth, 1990). The necessity for educational leaders to consider all of the players when creating the learning environment within a school, district or an organization has become paramount to the success of change initiatives.

Adult Learning Theory

The research on adult development as it relates to how educators grow and change is vital to the efficacy of any change process. Some emerging theories of teaching and learning are generalizable to adult populations, such as Howard Gardner's (1981) theory of multiple intelligences that challenges and informs the planning of professional development models. While recognizing and making subsequent responsive modifications in instructional design for students in classrooms has been the primary application of Gardner's theory, these ideas apply to adults as well. The importance of identifying and utilizing the learning strengths of individual teachers is critical when supporting and challenging professional growth.

From the literature on adult learning, characteristics of the adult learner, including those related to motivation, life-cycle development, ego development, moral development and stages of concern have been identified (Glickman, Gordon, & Ross Gordon, 1995; Sprinthall,., Reiman, & Theis-Sprinthall, 1993; Sprinthall & Theis-Sprinthall, 1983; Colton & Sparks-Langer, 1993). Although some of these theories in isolation may raise questions for some, the importance of

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recognizing the individual as a learner who needs an "appropriate" learning environment to be successful is a powerful underlying message. From the research and literature, it is vital to recognize that 1) an adult's learning should be related to "experience needs, and learning strengths; 2) "collaborative action, reflection and critical thinking" are positive variables; 3) that individuals should not be treated as a homogeneous group, but strategies should be matched to developmental stages and needs (Glickman, Gordon, & Ross-Gordon, p. 77, 1996). Wiles and Bondi (1996) suggest that supervisors "need to consider each teacher and ask, 'What sort of tasks might be controlling this person's behavior?' From such an analysis should come a strategy for communication, assistance, and support" (p. 137).

Clinical Supervision

As schools and universities work together to create new visions for education, the development of new roles and relationships among interns, teachers, administrators, and university supervisors becomes critical to the success of collaborative projects.

One area to be addressed is what theoretical frameworks define the supervisory relationship between/among intern and cooperating teacher and university supervisor. Clinical supervision, a result of the work of Morris Cogan, Robert Goldhammer, Robert Anderson and a group of supervisors working in Harvard's Master of Art in Teaching program in the late 1960's (see Costa and Garmston ,1994, p. 15), envisioned the focus of supervision as "the development of a professionally responsible teacher who is analytical of his own performances, open to help from others, and self-directing." It demanded a role change in which the teacher and supervisor worked as colleagues, respecting each others' contribution. The intent of the process was to cultivate teacher self-appraisal, self-direction, and self-supervision. While early clinical supervision models focused on effective teaching practices (Acheson & Gall, 1992; Glatthorn, 1984), Costa and Garmston (1994) believe that the means to improving education is by increasing the focus to the invisible cognitive behaviors of teachers; i.e., the decision rules that inform teaching and learning and the related reflective activities. This concept of clinical supervision and the intent of this model is cognitive coaching.

Another model of supervision that guided project concepts is developmental supervision. Glickman, Gordon & Ross-Gordon (1995) base their definition of supervision on the "premise

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that human development is the aim of education" (p. 102). They believe that supervision should be *eclectic* in practice, directed toward the goal of non-directive, existentialist supervision. (See p. 95 for further discussion of these concepts.) However, supervisory practices need to be responsive to the developmental levels of those being supervised and to their areas and levels of concern.

Nolan and Francis (1992) think of supervision as a vehicle for inquiry and experimentation, aimed at knowledge generation. Therefore, the primary purpose of supervision becomes the improvement of teaching and learning through the acquisition of a deeper understanding of the learning - teaching process. Therefore, teachers should engage in the process of generating knowledge about their own teaching. When they do, "their teaching is transformed in important ways: they become theorists articulating their intentions, testing their assumptions and finding connections with practice" (Cochran-Smith & Lytle, 1990, p.8).

Colton and Sparks-Langer (1993) in "A Conceptual Framework to Guide the Development of Teacher Reflection and Decision-Making" have based their use of coaching on a continuum from direct to collaborative to non-direct supervision that used clinical, collaborative and cognitive coaching in an atmosphere of trust and caring.

Implications for the PDS Project

The University of North Carolina at Wilmington and the Brunswick/Duplin County PDS model, drawing from theoretical frameworks in organizational reform, adult learning, professional development of educators and supervision, has focused its efforts to create a systems approach to change. This effort addresses each level of education at the heart of schools' purposes - learning for all - children, teachers and administrators. It focuses as a first step on the authentic connection for collaboration - student teaching and the field related events in schools, but brings schools and public school administrators, central offices and school boards, university faculty and administrators into a network of support and reform. It accomplishes this by creating structures and practices that support learning, risk-taking, and development. These major components of the project are depicted in the model on the following page.

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University of North Carolina at Wilmington
Brunswick County Schools
Duplin County Schools

Figure 1

The project components, curriculum and instructional reform in classroom and courses, organizational development, clinical supervision and research, were derived from the theoretical frameworks identified in the literature and are reflected in the projects' beliefs about learning, human relationships, and organizational change. (See Figure 2.) Goals and objectives were then established along with PDS responses to the project's goals. This along with the history of project development and its practices follow in part two.

Part II: Project Design and Implementation

Initially, the University of North Carolina at Wilmington's Model Clinical Teaching Project, the project that grew to become the present PDS project, began in 1989 as a pilot that redefined the expectations for student teaching; its focus, and the nature of the relationships among the participants.

The project addressed several problems often encountered in traditional student teaching programs: 1) hierarchical relationships, 2) lack of cohesiveness within or across student teaching

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Guiding Beliefs of the Professional Development System Model

Learning:

Learning is lifelong. All educators need to be continual learners.
The adoption of new roles inspires learning.
Support systems are needed for learning to occur.
Theory and practice inform each other in meaningful ways.
Reflection, real tasks, and visibility produce improved philosophies and practices.

Human Relationships:

Collegial and collaborative relationships foster professional growth.
Adults value choice, authentic relationships, and the opportunity to develop professionally.
Interns who are treated as a professional and placed in supportive, challenging environments will be more confident and competent beginning teachers.

Organizational Change:

Common understandings about teaching and learning are important if change in curriculum and instruction is to occur across schools and school systems.
Organizational commitment expressed in explicit language connected to events and supported by the allocation of time, money and people resources drives change.
The creation of new roles and organizational structures supports change efforts.
Collaboration among and across institutions stimulates new theories and informs practice.
Continual evaluation, both informal and formal, provides data for decision-making and flexing to meet needs and interests of all project constituents.

Figure 2

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sites, 3) discrepancies between the "ideal" and the "real" world of teaching, · difficulties students experience in applying what they have learned, 5) difficulty in the students' d lopment of a professional attitude, and 6) patterns of communication based on authority r er than collegiality (Howey, 1996).

The new focus for student teaching was on the development of co on understandings about teaching and learning, the establishment of collegial communicatic nong all levels of educators, the design of curriculum/instructional change projects at the sroom level, and the development of a continuity between methods courses and the practicum experience. (See Figure 3.)

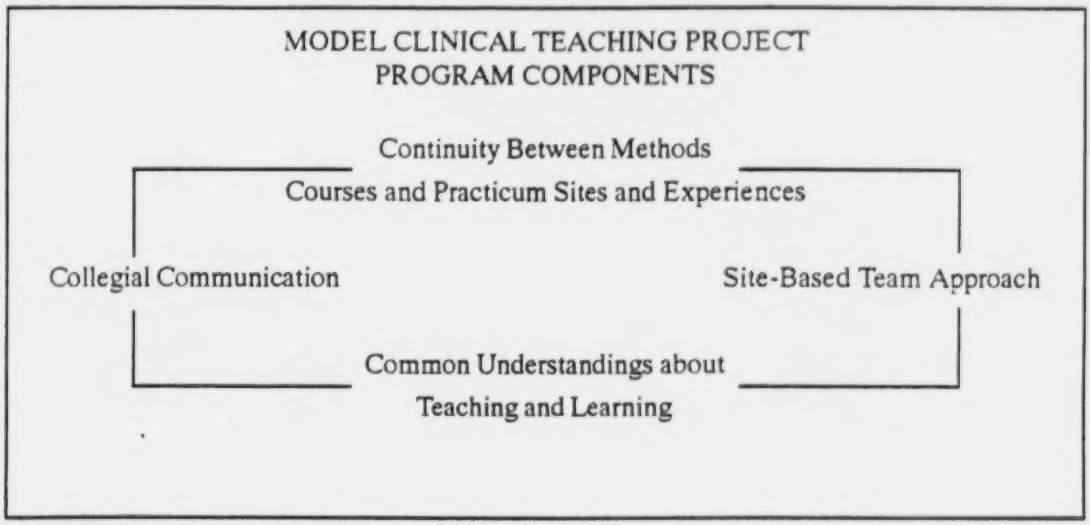

Figure 3

The Model Clinical Teaching Project established the conceptual base and the real working relationships needed for further project development, and became the foundation for the future development of the Professional Development System agreements. The University of North Carolina at Wilmington and Brunswick and Duplin County Schools expanded the cooperative agreements held for the Model Clinical Teaching Project from 1989 to 1993 to a more formal collaborative agreement. This extended the relationships from the classroom and course levels to the level of school and school system, thus ensuring institutionalization of project outcomes and the continued development of new practices and visions.

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In its 1995 faculty review of the project, a committee recommended that seven critical aspects of the program be transferred to the general student teaching program beginning in the fall of 1996. The Watson School of Education has established formal Professional Development System Agreements with eight additional school districts in the University of North Carolina at Wilmington's immediate service region. The effort also has created a partnership with Pembroke State University's teacher preparation program, assisting them in the development of a PDS structure with three districts in their service region. The overall expansion of the PDS initiative is supported by a special two year appropriation to the Watson School of Education by the 1995 General Assembly. (See Figure 4 on the following page)

Program Goals and Objectives

The UNCW PDS project established a close link between university and public school educators consistent with their beliefs that the total teaching profession should assume responsibility for the preparation of teachers; that the process of becoming a teacher should be seamless and stress the commitment of higher education and public school educators to provide a learning environment that supports the growth of teachers throughout the career cycle. Cohort groups of teacher education students and teachers build supportive learning environments and activities that lead to improved practice through reflection and examination.

Four critical goals and the related objectives were identified and are addressed in the program design and delivery:

GOAL I: To Improve Public School Classrooms

Objectives:

1. To establish a collegial learning team between and among interns and teachers
2. To design and implement curriculum or instructional change projects
3. To provide professional development activities customized to each change project
4. To include other teachers in the benefits of the change projects
5. To connect university faculty with change project efforts

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Overview of Professional Development System (PDS) Project History

1991-92

1991-92

UNCW/Duplin County Schools awarded $20,000 grant to study professional development schools

1992-93

1992-93

Collaborative design and planning year for transition to the Professional Development System model

1993

JULY 1993

Formal PDS agreements signed by UNCW and Brunswick and Duplin County Schools

Resources allocated:
MCTP-$34,000
LEA's-$21,000
UNCW and LEA in-kind contributions

Establishment of PDS organizational structure including the Executive Committee, Planning Committee, and Advisory Board

FALL 1993

Full implementation of PDS project begin including:

- Continuation of key elements of MCTP
- Selection of clinical teachers
- Collaboration with N.C. State University on developmental supervision course design
- Pilot course in developmental supervision offered for teachers, administrators, and university faculty
- Contribution of funds for staff development by school systems
- Design and delivery of customized staff development focused to curricular/instructional reform
- Joint supervision of student interns by IHE/ LEA supervisors

FALL 1993

[illegible] of Education, [illegible]ate Dean for [illegible]izational [illegible]lopment hired

1995

AUGUST 1995

North Carolina legislators awarded a two year grant of $350,000 for the expansion of the PDS project for UNCW and Pembroke State University and service region school systems

SUMMER 1995

EDN 567: Course offered

Collaborative development of a handbook for learning-centered supervision

FALL 1995

EDN 567 and EDN 578: Courses offered

Goals 2000 collaborative grant between UNCW/ Duplin County Schools awarded, providing $58,000 to support learning-centered supervision and to expand its use to special education and middle schools

Follow-up study of PDS clinical graduates

1995-96

Resources allocated
MCTP-$30,000
LEA's-$32,000
UNCW/LEA's in-kind contributions

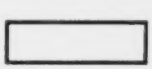
1996

1995-96

Design and planning year for expanded adoption and adaptation of the Professional Development System in the southeastern North Carolina region

Employment of PDS Coordinator by UNCW to lead PDS expansion efforts

LEGEND OF EVENTS:



Creating the context: Model Clinical Teaching Project

Professional Development System

Expanding the context to other programs and institutions

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GOAL II: To Improve Teacher Education, Particularly The Student Teaching and Field-based Components of Methods Courses

Objectives:

1. To place students in schools where they will be student teaching during the methods semester(s)
2. To immerse students in professional roles and include them in professional decisions regarding their placements for field experiences and student teaching
3. To extend and expand the support systems for students' methods and student teaching semester(s)
4. To modify the practicum and seminar course content and the supervision process to include more learning events that encourage reflection, personal ownership of learning, commitment to the profession, and the continuing development of new concepts and practices.

GOAL III: To Improve School/School System and School of Education Practices

Objectives:

1. To establish and operationalize new roles for teachers and professors as clinical educators
2. To create new roles and responsibilities for accomplishing student teacher supervision
3. To provide professional learning opportunities for teacher, school administrators, and university faculty and administrators
4. To create a system of invitation, application, selection and continued support for learning new roles and responsibilities
5. To generate opportunities for connecting school system and university goals

GOAL IV: To Change The Model of Supervision To Learning-Centered Supervision

Objectives:

1. To invite, select, and educate a group of teachers and professors as clinical educators
2. To implement learning-centered supervision practices with student teachers
3. To expand the use of learning-centered supervision to all levels of educators (preservice and in-service teachers, school-level and system-level administrators, and university faculty)

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4. To expand the use of learning-centered supervision practices to other program areas in the university -- i.e., from elementary to special education, middle school and secondary levels

This section describes the project implementation by goal area and provides insight from the perspectives of a clinical teacher, student intern, principal, field-based teacher educator and university faculty members and administrators.

Goal I: To Improve Public School Classrooms

Often the student intern is placed in the untenable position of choosing to teach like his/her cooperating teacher, choosing to follow the university's idea of best practice or living with a "foot in both camps" for a semester (Guyton and McIntyre, 1990). This position was not productive for the teacher, student intern, or the university supervisor, creating a tension counter-productive to learning. This project sought to change this norm by identifying the common focus for all educators as learning. The basic strategy for this learning was the development of curriculum/instructional change projects, selected and designed by teachers and interns, and supported by customized staff development activities. Furthermore, these were celebrated by all participants at the end of each semester in a Gallery Walk at the university that was attended by college students, faculty, and public school administrators and teachers. The projects that were being shared were connected to school district or school level initiatives and have always been reflective of new developments in the field of education.

A Clinical Teacher's Perspective on Classroom Level Change: Carol Midgett

As a clinical teacher participating in the Professional Development System Partnership, I shall describe improvements in public school classrooms.

A valued project component involves teachers and interns working together to design a curriculum/instructional change project. These are consistent with the school or school system initiatives. For example, my project was in response to questions posed by my clinical intern: "How do I plan for a whole year's instruction? How do I know that students have learned?" Together we decided the major components that addressed these questions were: a Learning Profile Kindergarten through fifth grade that presents the North Carolina Curriculum Framework,

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Instructional Aids that support the curriculum, data collection guides for assessment of student learning and samples of communication with parents.

For the first time ever, professional development is collaboratively designed. The learner-centered focus of the project provides me with an opportunity to identify an area in which I need to and am ready to grow. It also provides time and resources focused to the change project. As my intern and I worked together on implementation, support continued throughout the process.

The development of a portfolio, a component of the project, provides a framework for collecting significant data. The portfolio is a dynamic document that addresses a specific purpose and leads to change in practice, philosophy and relationships. It is a wonderful way to monitor growth over time and reflect upon process, products, and performance in light of goals and needs. Two major challenges are to document progress simply and clearly in a usable format and to reflect on that data to inform decisions.

The classroom teacher grows professionally, challenged to grow beyond their own experiences as they examine beliefs exemplified in practice. The daily collaboration and inquiry ascertain that assessment of learning informs curriculum and instruction. The teacher's repertoire of instructional strategies increases as the intern shares fresh, new ideas and practices. Teachers grow professionally through coursework, interactions with interns and administrators, and curriculum change projects. The clinical teacher experiences the power and potential of reflections and collaboration. Therefore, she creates opportunities to extend the coaching practices to colleagues throughout the school.

Children benefit from improvements in the classroom. The increased number of instructors provides more opportunities for learning. The quality of instruction is improved through daily coaching and reflection about instructional planning and delivery. The learner-centered style of supervision of the intern is employed with children. Expectations are mutually established and stated. Criteria for achievement are collaboratively generated and articulated. Prior experiences and personal goals guide content and process. The learner critically examines products and performances assigning added value to the learning due to their ownership. The focus in the classroom is on meaningful learning based upon student needs. Progress is primarily based upon performance of individuals rather than performance of the group as a whole. Interaction between teacher and student and teacher and intern support authentic learning for all.

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University personnel, administrators and teachers are united by common visions and goals for teaching, for learning and for professional growth. Understanding roles and responsibilities creates human bonds that transform relationships and results in a system that supports teachers in their professional development. As stated in my personal reflection, "I have come to understand that what I know about myself and my practices has a greater and more transforming impact on my teaching than any other form of evaluation. Finally, I am understood to be a professional and am provided support consistent with those roles and responsibilities."

Goal II: To Improve Teacher Education, Particularly Student Teaching

Professionalizing the student teaching experience seemed critical. Utilizing the perspectives gleaned from the literature on teacher education, modification and redesign of key areas were considered (Guyton and McIntyre, 1990; McIntyre, Byrd, & Foxx, 1996). Essential responses to this goal included: 1) having teachers and interns participate in selection of teacher-intern teams, 2) selecting teacher-intern teams prior to the student teaching semester, 3) integrating EDN 410 and EDN 411(student teaching and the related seminar) throughout the semester, 4) making assignments for these courses that are real work tasks of classrooms or schools, 5) having weekly contact with university supervisors, 6) using developmental supervision by university supervisors, 7) involving students during their methods semester in classrooms where they will be placed for internships, 8) having regularly scheduled sessions with interns and clinical teachers, 9) having an early start in the classroom and a late ending during the practicum semester, 10) placing students in their schools in clusters of no less than two or three to a building, 11) having an expectation of professionalism and placing interns in that role, 12) using an application and selection process for the project participants, both student teachers and cooperating teachers, 13) involving interns and clinical teachers in the joint development of a curriculum/ instructional change focus, 14) structuring for reflective professional practice by students through such strategies as integrating reflective seminars throughout the semester, videotaping and reflective papers responding to their viewing, group video share sessions, designing and constructing a professional portfolio to encourage self-assessment, reflection about the application of beliefs in classroom and school contexts and subsequent articulation about their

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roles and performance as a teacher, and 15) using clinical interns as leaders, resource persons, and presenters to new groups of student teachers.

A Clinical Graduate's Perspective on Improved Teacher Education: Brian Brinkley

I walked into the teacher's kindergarten classroom for the first time to smiles of five year olds and, more impressively, the smile of a teacher. I was at the school to meet with several teachers and to observe and talk with them. Soon each of us, interns and clinical teachers, would have to make the decision with whom we would collaborate during my student internship experience.

My student internship actually began the semester before my practicum semester. After my clinical teacher and I chose each other, we began the process of getting to know one another. To meet requirements for several methods courses I was engaged in, my clinical teacher and I designed a schedule for my work with the children in the classroom during my practicum semester. My clinical teacher gave me ideas and support and we were able to see, in an introductory sense, how we would work together during the following semester. I was able to get to know the children, classroom routines and expectations, and I was able to become familiar with my clinical teacher and she with me. During this pre-practicum semester, a professional friendship developed characterized by cooperation, trust and a sense of collegiality. We established a foundation on which we were to build during the coming months.

As the practicum semester began, there was a seamless transition for all involved, especially the students. I had been established as a "teacher". I was familiar with their schedule and abilities. I was already accepted.

The next steps were to gradually move us through the process into my full time teaching. The projects that were required during my practicum (e.g. behavior management plan, thematic unit, etc.) were done in "real time" in collaboration with my clinical teacher. Together we hammered out ways of improving discipline, classroom management and even lesson planning throughout the semester. Together we experimented with many new instructional ideas while at the same time I was learning from her knowledge of children and experience.

We also implemented a curriculum change project in our classroom. Literacy instruction in this school's kindergarten program was ready for holistic practices. With guidance from the

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university supervisor, we discovered that we could learn more about and implement reading workshop. Furthermore, the university supervisor provided support by means of reading material, modeled lessons and discussion sessions to help encourage our understanding of the process of literacy. This curriculum change project in our room became a topic of discussion at one of the weekly meetings of our school team of interns, clinical teachers and principal. We saw the need to share our change project with others and, in turn, had many visitors from within and outside the school to observe and question us. The change project reinforced my leadership role and strengthened the professional collegiality that my clinical teacher and I shared.

A weekly part of my internship was a visit from the university supervisor for an observation. During a pre-conference we would focus on a particular teacher behavior that the university supervisor would observe during a lesson or some other type of instructional time. In a post conference we would look at data she collected and reflect about what the next steps would be to further my growth. The control and ownership I felt over my own learning has translated into my continued professional growth today.

In concluding my practicum semester, I was to make an informal presentation to my clinical teacher and university supervisor regarding what I had learned during my experiences. Throughout the project I was encouraged to write reflections, review my observations and keep resources in a portfolio. These experiences provided me an opportunity to understand a fundamental concept of effective teaching. Our team's spirit of collegiality created a pro-risk environment for my clinical teacher, me, and the children we taught. The collaborative efforts made by each team member translated into success for everyone involved.

Having been a teacher and grade coordinator in my own school since my internship, I have worked with other beginning teachers who have gone through the clinical experience as well as with some who have not. Clearly I was more self-assured due to my experience as a learner, leader and colleague with my clinical teacher. Other graduates of the clinical program with whom I have worked show the same characteristic.

Being a member of the clinical team gave me a voice in my own education as a teacher. It helped me to find my place and define my development. Currently, I am working towards my masters degree in elementary education and am involved in coursework on developmental supervision. The Professional Development System has provided the context that supports my

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continued learning, the development of my school and my fellow teachers. It seems I keep wanting to learn and am committed to contributing to the improvement of the profession.

Goal III: To Improve Schools, School Systems, and School of Education Practices

The role of the cooperating teacher has been shown to be a critical mediating factor in the cohesion and success of the student teaching experience, and is often the primary variable that determines the quality of the student's participation in the daily routines of the classroom and school. Despite the importance of the cooperating teacher's role, many university supervisors have lamented the lack of cohesiveness within and across student teaching sites and the ambiguity of the relationship between the cooperating teacher and the higher education supervisors' roles in the process. The hierarchical relationship between the student teacher, the cooperating teacher and the university supervisor and the traditional model of student teaching supervision (which tends to be a series of visits in which university supervisors observe, evaluate and give grades) often create patterns of communication that are based on authority and position rather than collegiality. In most instances, all parties recognize that the cooperating teacher, the individual who is present everyday and has opportunities to see a range of instructional and management episodes, is in a better position than the university supervisor to provide effective professional development to the student.

A new set of roles and responsibilities had to be created with a corresponding network of support at all organizational levels. Some of the events and strategies were: 1) using a Planning Committee, Executive Board, and an Advisory Board to guide project development and to articulate relationships among and between partners, 2) selecting cooperating teachers through an established application process and using only those selected teachers for supervision of interns, 3) providing intrinsic and extrinsic rewards for clinical teachers for their semester's work with interns, i.e., payment, staff development opportunities, public recognition, and involvement in new leadership roles, 4) aligning university supervisors with school systems and their schools for extended periods thus encouraging authentic working relationships, 5) changing the norm for supervision, creating new relationships, new skills and new attitudes and understandings about working with adults, 6) raising the visibility and enthusiasm for new teacher roles by creating the role of clinical teacher and Field-Based Teacher Educator and by defining these roles and

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responsibilities, and 7) creating opportunities for collaboration among all educators: change projects, course participation, workshops, university and public school/university teaming for university course sessions, and consultation opportunities.

In an effort to explain the nature of these roles in relation to the focus of the Professional Development System, a pyramid was visualized. This was chosen because of its multidimensional structure with a common vortex which shows the interrelationships. (See Figure 5 for visual representation of these new relationships.)

Without all the components working together to stabilize the structure, it would collapse in on itself. The PDS acts as a safety net for support which allows participants to attempt the best teaching practices and to implement state and national standards. Without all participants in the project collaborating together to effectively improve teaching and learning for all, the core of the project has no meaning and will collapse. However, when all participants work together for a common purpose, quality education results. With system structures in place, schools made significant changes in instructional practices and in working relationships through collaboration.

Perspectives of a Field-Based Teacher Educator on School Improvement: Mary Dudley

Recognizing the opportunity to connect pre-service and inservice programs of teacher development, a new role was created in Duplin County, that of Field-Based Teacher Educator. In that role, I was employed to evaluate and coach beginning teachers in the North Carolina Initial Licensure Program and to supervise interns in the PDS Project. I have the opportunity to join student interns, beginning teachers, career teachers, school system administrators and university faculty in a collegial relationship which is initiating growth on many levels. As a result of the project, teachers are encouraged to explore and experiment with ways to improve student performance which in turn improves their own personal and professional growth. As a part of these efforts, I provide the connecting link between the school system and its classrooms and the university and its courses through assisting with the development of curriculum/instructional reform efforts, and the related staff development activities. With the university professor and the

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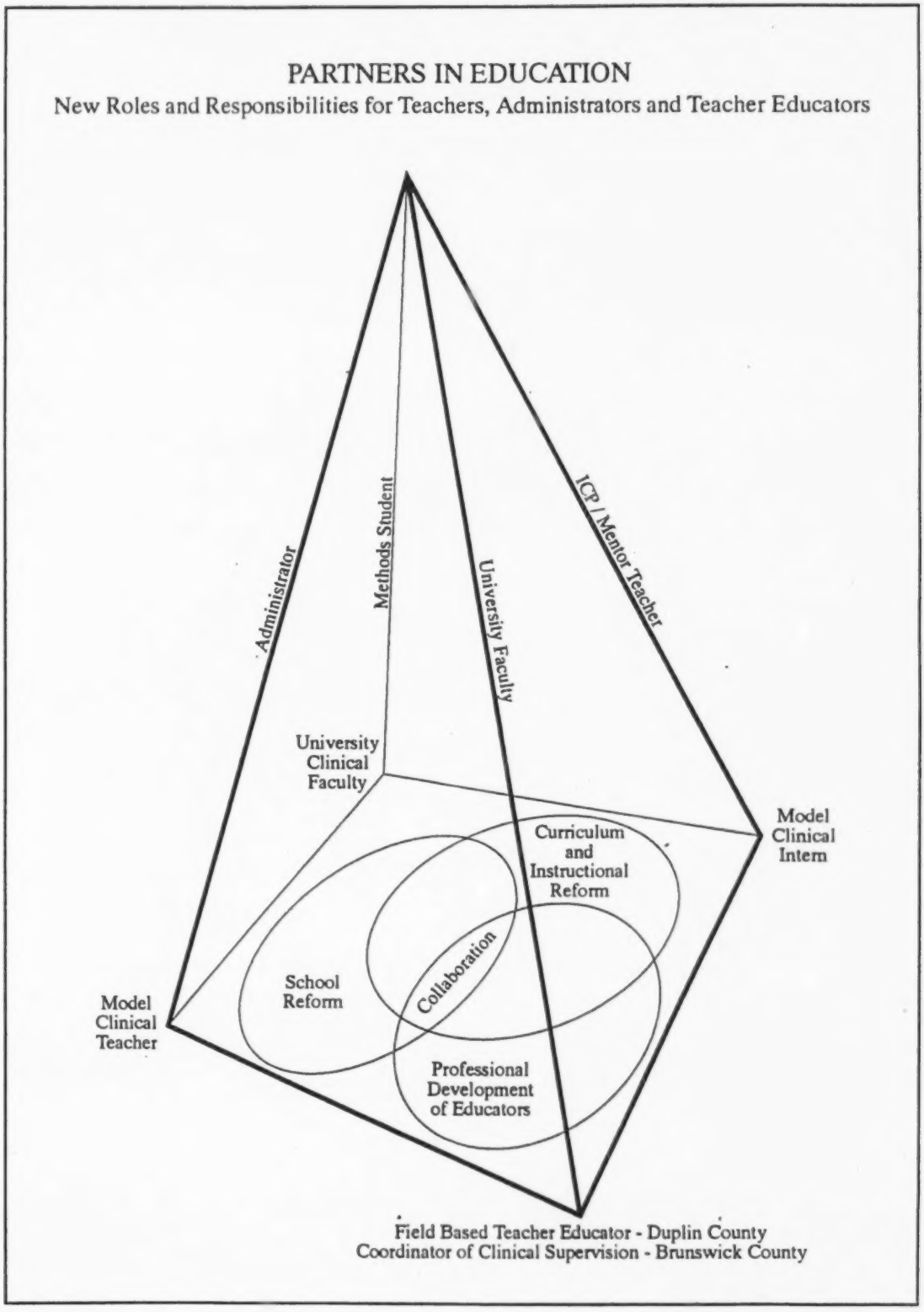

Figure 5

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PDS Planning Team members, we collaboratively design and offer project structures and events that are focused to:

1) Supporting the growth of interns through such strategies as: weekly contact, share sessions, joint staff development opportunities, reflection journals, video taping and portfolio development.
2) Coaching teachers as they implement new supervisory practices such as cognitive coaching, reflective conferencing, share sessions, peer coaching, and teaming.
3) Developing curriculum/instructional change projects such as curriculum alignment, cooperative learning, thematic teaching, a balanced reading program, multi-intelligences and learning styles.

I find myself being not only an educator and a facilitator, but also a learner. The Project has been dynamic from the beginning and continues to be a needed forum for the teachers since it provides a safety net for teachers who have a desire for innovation. This has created a natural support network among all educators. Realizing that each teacher is functioning at a different level of concern, teachers seem to be more willing to share ideas, techniques as they talk about how learning grows. A climate of trust has been created because every person's opinions are considered viable. Teachers are guiding students and interns through the learning process with a passion.

When I walk into a classroom, I feel a kinship with them as we grow together. Since there is a connectedness between the needs of student interns and beginning teachers, I am able to assist in guiding the support system for both and thus everyone is a learner. Also, I am constantly reflecting on my own growth because of my role in this project. I am able to cull good methodologies and ideas and refine them as I coach interns, beginning teachers and career teachers to go to the edge of their comfort zone and beyond. In this collegial relationship, I find the players not asking why, but rather why not. This relationship enables us to have a shared ownership in the learning process, to be realistic with our expectation of ourselves and others, to be open to new ideas and to be willing to take a chance. It is truly an experience which is rewarding and challenging. Each day is different, but with the relationship which has been established within the network of project participants, I feel that the morale and the competence of teachers is elevating each day as we work collaboratively to ensure learning for ALL.

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A Clinical Teacher's Perspective on School Improvement: Carol Midgett

The PDS Project supports and sponsors celebrations that ensure refreshment and renewal. It values professionalism. The democratic process includes all. School reform results from new roles, reflection, real tasks, improved philosophies and practices. The collegial and collaborative relationships nurture professional growth. Important system-wide change in curriculum and instruction results when members of the organization share common understandings and commitment. Data for decision-making is generated by and depends upon the shared responsibility of all members of the learning community. University teacher educators, clinical interns and clinical teachers create exciting, new patterns as they work and learn together. Each inquiry and resulting reflection establishes a complete and novel design as in a kaleidoscope. In each new position, the objects assume a unique, equally lovely and completely different pattern. This imagery accurately represents the PDS project.

Perspectives of a School Principal on School and School System Improvement: Zelphia Grissett

As the principal of Union Elementary School in Brunswick County, a PDS School, the creation of authentic collaborative relationships between and among clinically trained teachers has been an enduring outcome of our school's involvement with the Professional Development System. The knowledge gained from our survey of adult learning theory, research of best teaching practices, and principles of clinical supervision, has translated into new skills that the teachers are transferring to the new leadership roles they are assuming at our school and throughout the Brunswick County School System. The training I have received has helped me to more clearly understand my role as the instructional leader of a school implementing instructional reform and a school governance model based on shared decision-making.

The clinically trained teachers are voluntary participants on system level planning committees for school district reform initiatives. At the school level, these teachers serve as grade and department chairs, on the school improvement team, and as mentors for non-career teachers. The clinical teachers are viewed by their peers as the stewards of our school. The other teachers and I readily seek them out individually and as a group to harvest ideas for creative solutions to

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problems and sometimes purely for comfort. The clinical teachers have become the authentic leadership of Union Elementary School.

Duplin County has experienced similar results. For instance, a curriculum/instruction change project, Reading/Writing Workshop, begun during the practicum semester, resulted in school-wide reform at Kenansville Elementary School. The site-based leadership team, at the suggestion of the interns supervisors, surveyed the school faculty concerning interest in adoption of this new approach. A school-wide plan was then developed and implemented for the use of Reading/Writing Workshop.

Reform projects implemented at Union Elementary School by teachers and interns include the implementation of student portfolios at First Grade; Paideia or Seminar Teaching at Second and Third Grades; and a school-wide project called the Discovery Room. In addition to these projects, I have been collaborating with clinical teachers to implement a teacher evaluation system based on the principles and practices of learning centered supervision.

Participation in the Professional Development System has created a new culture of learning at Union Elementary School. The significant dynamic of that change is the change with the teachers. The teachers learned to develop and nurture collegial relationships. They learned to reflect upon their own practices while conferencing with their interns and also while participating in conferences with interns and university observers.

The experience of mentoring an intern exposed teachers to new teaching methods and strategies. This experience was also validating for the teachers. They were affirmed of their high level of competence in teaching, classroom management, and communicating within the school community.

The Professional Development System has also facilitated my growth as a professional educator. I learned a new language for communicating with the teachers. Through the reflective journal entries, I reexamined my professional roles and goals and have consequently decided to continue my learning through further graduate study. Through collegial exchanges with the teachers and university staff, a partnership is being forged to improve teaching and learning in our school.

While the PDS was assisting in creating a school culture of learning for clinical teachers and interns, Duplin County's administrators began to focus on a differentiated approach for

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evaluating career teachers through coaching. This model has a common foundation with the Developmental Supervision Course and promotes best teaching practices. As with the PDS, this model affords career teachers the opportunity to participate in this new evaluation method by invitation to form collegial relationships with administrators and to expand roles as they grow professionally. The coaching practices are transferable at all levels which compliments the seamless nature of teacher education from school, school system, to the university.

Project participants have advocated for the project and its components as a way of addressing personal and organizational needs. It is believed that the most effective way to improve the quality of education and to increase student learning is to improve the quality of teaching. For Brunswick and Duplin County Schools, this project has provided a collaborative response to that challenge.

University Faculty Perspective: Hathia Hayes and Karen Wetherill

Teaching, service and research have never been so vital, rich and connected for us. The collaborative team of university colleagues with public school educators has inspired us to new levels of understanding , performance and creation. It is teacher education at its best. We strive to model what we expect, reflect and learn from events, problems and successes, and create new dimensions for project focus. It has led to authentic connections with other universities, nationally and internationally and has created the need for collaborative inquiry and professional discourse. Finally, it is enjoyable, lots of hard work and, most importantly, professionally renewing.

Goal IV.: To Change the Model of Supervision to Learning-Centered Supervision

University supervisors often reflect that their role is superficial at best, fraught with time and logistical nightmares, and not valued by schools and teachers. Public school educators wish for meaningful connections with universities. All educators mean to support and help pre-service teachers develop and grow. Are their solutions to the dilemma?

The establishment of a new paradigm for professional interactions, inherent in the expansion of the Model Clinical Teaching Project to the broader Professional Development

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System initiative, was facilitated by the move to a new model for supervision. The use of "Learning Centered Supervision" in student teaching supervision involved the university supervisor, the cooperating teachers(clinical teachers) and the school administrators developing a new way to support the development of these future educators and to work with each other.

The UNCW PDS answer was to create two graduate level courses designed for this project. The courses were focused to learning-centered supervision in theory and practice and were informed by study of developmental supervision, clinical supervision, and cognitive coaching.

Essential to this model of supervision is the development of common understandings about teaching and learning, about schools/school system/university goals and about new developments in the profession of teaching and related fields.

This model of supervision and these related understandings were and are being conveyed to teachers, professors, and central office administrators enrolled in the courses: EDN 567: Developmental Supervision and EDN 578: Practicum in Developmental Supervision. The class composition across roles, counties, and organizations offers unique learning opportunities for all. It also provides a continuing means for relationship building and maintenance and an authentic way to assess and reflect on project needs and the design of next stages. It has changed the norms of supervision for all participants and is being learned and implemented by "regular university supervisors" across all programs.

Through the design of these courses and learning processes used in the translating course content to context, we have informed the theory and practice of supervision. Program structures in the following examples have created willing participants: 1) teachers were invited to apply for clinical roles, 2) they were clustered in a building so that they had colleagues to learn with and from , (3) school principals and central office personnel also enrolled in the classes alongside their teachers, (4) university supervisors either taught or enrolled in these same courses, (5) concepts of supervision were applied to other areas of supervision, mentoring beginning teachers, principals coaching tenured teachers, and teachers coaching teachers. As courses were completed, teachers and university faculty continue to work together, have "share sessions," and seek opportunities to continue to learn together. Collaborative writing and presentations have evolved from these

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authentic relationships. One such notable effort is the writing of a Coaching Handbook - a tool for changing supervisory practice - its function, structure, and content.

Perspectives of a University Supervisor on Changing the Model of Supervision:

Diane Calhoun

As a supervisor one of my goals was to model very closely what we now know are important teaching and learning models to use in education for all learners enabling them to construct meaning from their experiences. If I in fact believed that a learning-centered classroom was a critical variable for creating an environment for effective learning and teaching to occur, then I believed that I should model that kind of teaching/supervising with my interns and clinical teachers, for that was my "classroom". If I believed that a collegial learning team was critical to provide teachers the opportunity to reflect on their own teaching and better understand how students learn, then I needed to model that kind of teaming and reflective process in our learning community. If I believed that knowledge is constructed by the learner through meaningful experiences and not transmitted to the learner by the teacher, then I needed to allow the student teaching process to reflect that practice. I needed to build on what the intern and clinical teacher knew as individuals and provide the opportunity for critical reflection and meaningful questioning to allow for their own construction of what the factors were that contributed to learning. If I believed that the model of supervision that allowed for the greatest transfer of professional growth to occur was based on a learner-centered approach, then the process of supervision must reflect that practice. I wanted this process to be as seamless a process for all of us so that the application of what we were doing was as transferable to the classroom as possible. Because I always view myself as a learner and a teacher, learning-centered supervision was a wonderful growth experience for me as well.

From the beginning, student interns, supervisors, and clinical teachers are together as a collegial team. It is not an easy transition for any because the majority of our experiences in education have been ones that are evaluated by another "expert" with a heavy dose of judgment thrown in. The feeling of "They really don't know who I am or what I really believe" or, "They are the experts and I need to do what they say should be done" is often quite prevalent in traditional supervision. The learning-centered supervision model heavily employs the elements of

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trust and collaboration. Teacher, supervisor, and student teacher are a team that meets together often. The philosophy of all participants, as well as best practices, are a beginning focus. The teacher is taking a course aligned with beliefs of learning-centered supervision at the same time the student teacher is doing his/her apprenticeship in the classroom. Both are examining the learning and teaching process and the dynamic discourse helps both clarify and construct their understandings about how learning occurs and what are the best practices that help facilitate that learning. Asking questions and setting goals become a part of the action research for all involved. The "dilemmas" of teaching are examined in a problem-solving environment that should mirror what the student might experience on a team of teachers when s/he is a professional. The questioning process should mirror the kind of thinking and discourse that a teacher or student teacher would want to occur in their own classroom. The process of inquiry is one that is integral to the change process in education and is highly valued in learning-centered supervision.

Authentic tasks are the framework that holds together the process of learning-centered supervision. If the tasks are not seen as integral to becoming a reflective practitioner who makes decisions about learning and teaching daily, then they are not seen as meaningful. Cooperative (clinical) teachers are asked to engage in a change project that is something that they want to do to enhance their professional growth and are encouraged to collaborate with other colleagues rather than in isolation. Student teachers see the teacher as an ongoing, active learner and are asked to assist with this change project. All assignments for the student teaching experience are closely tied to the reality of the classroom teaching and learning process. Reflections are built into daily thinking about lessons taught and how they know learning has taken place. Future lessons are then built upon this learning. Teachers and students use a portfolio to document evidences of their growth and the process of change. The modeling of portfolio assessment is again aligned to what we would want to do in classrooms as we allow students to self-evaluate and reflect upon learning to move closer to the point of understanding ideas and processes.

The learning-centered approach to supervision dramatically changed the interrelationships between supervisor, teacher and student teacher. The student teacher is a key player in supervision. The question that the student teacher wants to have addressed is often the focus of the supervisor's observation. Though there are still times when a more directed approach needs to be used, it still should build upon the perceived needs of the student teacher and his/her

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engagement in the problem-solving enlisted. As teachers are involved in this process, they too reaffirm or challenge some of their own beliefs. Connections to the process of this learning-centered approach and the approach we use in the classroom are continually made.

The common goal of all participants to know the purpose of what we are teaching and to know how we will know that students have learned binds us together. None of us knows that answer because it is based upon the needs of our learners. But together it presents a wonderful opportunity for us to hypothesize based on what we know about our learners and best practices and reflect on what we have observed and what the collected data reveal to us. This dynamic process is why we are engaged in a learning-centered supervision model.

Part III: A Comprehensive Evaluation Design

Recognizing at the outset the importance of program evaluation for any educational change effort, the initial planning and implementation design included formative and summative assessment strategies to help planners maintain accurate information on the impact of each major element of the project. The various forms of formative data gathered throughout the project implementation allowed the project planners and participants to monitor the project's impact and to modify aspects based on the needs of the participants. As planned, an extensive formal program evaluation focusing on the four major goals was completed in 1994-95 at the end of the first phase of the Professional Development System project. A follow-up study of the program graduates was completed in the fall of 1995, ascertaining the status and performance of PDS graduates as beginning teachers in the profession. The following sections will describe in detail the program evaluation strategies that have become integral components of the program implementation and the more formal program evaluations and studies. The design, methods of analysis and results are presented for strategies one and two. These sections are repeated for the follow-up data.

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Strategy One: Reflection on the Process and Outcomes

Hord, Rutherford, and Huling-Austin (1987) questioned whether it is known if educational innovations fail because of the concepts or because of the process used to implement them. Recognizing the shortcomings of an evaluation design where the evaluation of success is only based on the assessment of summative effectiveness without assessing how the project was implemented, the planning team adopted informal assessment strategies that allowed for close, continuous monitoring of the project's implementation and impact as well as informal checks on project design. Multiple aspects of the project were monitored: 1) the effectiveness of the practicum experience for undergraduate students and clinical teachers, 2) the perceptions of teachers about the implementation process and resulting products associated with the curricular/instructional change projects, and 3) the impact of learning-centered supervision within the classroom and school settings. The mechanisms for informal assessment included reflective journals, focus group interviews, written reflections at critical junctures, written work products and portfolio development. Results of these processes allowed project coordinators to maintain an awareness of the degree of implementation by the participants and to monitor and adjust based on their levels of concern.

Strategy Two: Summative Educational Program Evaluation

During the 1994-95 academic year, a more comprehensive program evaluation was undertaken by this project, assessing the impact and effectiveness of the first three-year phase of the collaborative reform initiative. The purpose of this evaluation was three-fold: 1) to determine the impact of the project on the participants and the status of the change process in the partnership schools and classrooms, 2) to determine the impact of the project on university programs and courses, and 3) to provide information that would assist the School of Education and the public school districts in planning for the next phase of the project. This program evaluation was developed to produce quantitative and qualitative information within the following focal areas, directly aligned with the four project goals: 1)improving public school classrooms, 2) improving teacher education, 3) improving schools, school systems, and school of education practices, and 4) changing the model of supervision.

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The summative evaluation utilized three primary sources of data: a set of representative interviews conducted by an outside evaluator , a graduate student research project that included site visits and interviews with all clinical teachers and interns, and project-distributed summative questionnaires for all project participants and stakeholders. This provided the benefit of triangulation to gain a broader understanding of the project's effectiveness and efficacy as a change effort from multiple perspectives.

An outside evaluator was contracted by the project during the spring of 1995 to conduct a series of focus interviews with all levels of educator participants in the project. Dr. Jim Nolan, a Penn State University professor who had worked with similar collaborative efforts in the Northeast region served as the principal investigator. Dr. Andrew Hayes, a UNCW researcher, and the project planning team collaborated on the evaluation design and developed the interview protocols.

Data Collection and Method of Analysis

In March, 1995, Nolan conducted formal interviews in the two districts with three different groups of project participants. These included a representative group of school principals, clinical teachers, clinical interns, and graduates of the project from both of the partnership school districts. A focus group interview was also conducted with representatives of various university faculty groups including the Dean's Council, student teaching supervisors, elementary and special education faculty and secondary education faculty. Informal discussions were also held with central office administrators from the two counties and the Dean and Associate Dean of the School of Education.

Interview data were transcribed and an inductive process of data interpretation was employed. Themes or generalizations were identified and were compared across the three interview groups to identify similarities and differences among the three groups.

In a separate and yet related interview project, a group of university graduate students in the Master's in School Administration program under the guidance of a Department of Specialty Studies professor, Dr. Andrew Hayes, developed and conducted interviews with clinical teachers and interns in both districts who were not part of the initial sessions with the outside evaluator.

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The third source of data for this program evaluation were from surveys distributed to administrators, teachers and interns for the 1993-95 school years in the two districts. The survey was designed to solicit the respondents' agreement for twenty belief statements related to the project's rationale and resulting design features. A second section of this survey asked respondents to rate degree of alignment for project strategies with the degree of effectiveness of each strategy.

Results of Evaluation

The data were analyzed and the results were presented in two ways: 1) discussion of results corresponding to the four major goals of the project and 2) results synthesized across all components. The following summarizes the findings contained in the final program evaluation report of Nolan, by the graduate student interview team, and the analysis of the participant surveys.

Goal I: Improving Public School Classrooms

The most significant changes in classroom practices were found to be in the way in which clinical teachers approach and conceptualize teaching as a whole. Their approach had changed in three key areas: 1) a renewed sense of professionalism; 2) greater feelings of collegiality; and 3) viewing teaching as a process of inquiry, reflection, and experimentation rather than as a routine set of behaviors.

Goal Two: Improving Teacher Education

The model for teacher education had also undergone dramatic changes, with public school recipients of the teacher education graduates indicating that clinical interns were better prepared for the role of teacher and teacher leader. The improved structure for the student teaching experience, the change in the relationships during the experience, and the resulting outcomes related to student's reflection and self-directedness were cited as key elements impacting on this success.

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Goal Three: Improving Schools, School Systems, and School of Education Practices

An increase in school-wide and system-wide collegiality was the primary finding related to improvements in overall practice within the public school system. The School of Education's recent adoption of the key elements of the model for implementation for the entire student teaching program has begun to move the project to larger scale implementation.

Goal Four: Changing the Model for Supervision at the University and in Public Schools

Changes in the process of supervision used by university supervisors and clinical teachers were noted in four major areas: 1) skill development by supervisors; 2) the use of a developmental approach to supervision; 3) more individualized supervisory strategies; and 4) more reflective and critical examination of teaching as a focus for supervision. Further evidences for change in supervisory practices illustrated a broader impact, with overall supervision practices for all teachers moving toward a coaching approach.

The additional interviews conducted by Hayes and graduate students confirmed the positive perceptions of the interns and teachers about almost all aspect of the project (see Hatch, Hayes, Nealy, Parks, & Powell, 1995). Interns were very confident that they were more capable as teachers than they would have been in other programs. The clinical teachers commented on the time and energy they had to expend, but stated they were delighted with the positive changes in themselves and in their work. Additional outcomes that might be considered for adoption by all programs and organizations that were noted by the interviewers included:

1) Making a "professional" of the student intern

2) Adopting a classroom change process

3) Targeting staff development resources to change projects

4) Having clinical teachers and beginning interns cooperate in selecting the sites where the intern will be placed

5) Beginning the practicum semester in a way that interns begin with the children on their first day of the semester

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6) Giving faculty of schools an opportunity to establish collegial relations with others within their own, and with other schools and districts

7) Having interns prepare a portfolio for their use in the employment processes

8) Having the "410" and "411" courses integrated

Items recommended for program continuation or expansion were:

1) Giving teachers more time for research and innovation

2) Having teachers in schools other than the participants in the project make changes

3) Providing the teachers and others in the school with the capability for self-evaluation

4) Creating conditions for teachers to be more cooperative

The third source of data for program evaluation was project participant surveys. Twenty-four interns, thirty-six teachers, and nine administrators returned the surveys. This was a 57% return rate for teachers, a 42% return rate for interns, and a 24% return rate for administrators. The first part of the survey asked respondents to check degree of agreement with twenty statements concerning twenty beliefs about teacher education and educational practices that are basic to the PDS model. There was a high level of agreement, strongly agree or agree, across all participants for seventeen of the twenty items. The percentage of disagreement among all respondent groups was relatively small (ranging from 1.8%-7.2%). The survey results for this section seem to suggest a strong congruence for project beliefs across all project participants.

In Part B of the survey respondents were asked to evaluate project components in two ways: the degree of congruence of a component with the goals and the degree to which the component serves the goal. Twenty-eight components were identified across the four goals for these ratings. All respondents rated each of these components as being "highly related" or "somewhat related" to the goal, with administrators consistently indicating the higher relationship on each component area. Intern and teacher ratings were more variable with a higher number of items rated "somewhat related " or "not related" to the goal.

Those item topics were: 1) relationship of program initiatives to school district ones, 2) teacher/intern participation in selection of teacher/intern teams, 3) placing students in their schools in their schools in clusters of no less than two-three interns per building, 4) paying clinical

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teachers for their roles, 5) rotational use of schools, 6) use of planning, executive and advisory committees, and 7) creating new roles for teachers, interns and university supervisors. Program components were rated as "very effective" or "effective" by all groups with teachers and interns rating "somewhat effective" on four of the seven items above (items 1, 2, 3 and 5).

Strategy Three: Follow-up of PDS Clinical Graduates

Design and Methods of Analysis

An additional program evaluation effort was conducted with a follow-up study of clinical graduates. This study was designed to examine: 1) the employability of clinical graduates as beginning teachers, 2) the percent of graduates obtaining teacher licensure at the end of the initial North Carolina two-year certification period, and 3) the assessment of a representative sample of school administrators regarding the performance of the clinical graduates as compared to other beginning teachers.

Formal telephone interviews with school principals in Brunswick and Duplin counties whose schools had employed clinical graduates as new teachers were utilized to obtain their perceptions of this groups' performances as compared to other beginning teachers. The interview protocol was designed and general topics were distributed to the administrators in advance of the interview. Interview questions focused on six major areas, comparing clinical interns with other teachers of the same experience level: 1) readiness for teaching, 2) teaching performance, 3) professional attributes, 4) innovativeness and willingness to change, 5) collaboration, and 6) overall impact for their organization. Interview results were analyzed, utilizing a coding system that identified recursive key perceptions of the school administrators. Responses were tabulated and specific clarifying comments were reported.

Results of Evaluation

Employability

There were fifty-eight clinical interns in the project between fall 1993 and spring 1995. Of these forty-one graduated and have taken positions as public school teachers. Three students withdrew during the student teaching semester. Six are involved in other educational endeavors;

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i.e., graduate school, counselor education, and employed in private schools. One is at home with a young family. Six graduates could not be located.

Licensure

All of the clinical graduates who had taken positions as teachers within the state and were eligible were provided licenses at the end of the two-year licensure period. No UNCW elementary education beginning teacher was denied a continuing license by the state of North Carolina during the 1993-1995 academic years.

Assessment by School Administrators

Individual interviews with school administrators in Brunswick and Duplin County schools that have employed clinical graduates since the inception of the Professional Development System model provided quantitative ratings and qualitative comments related to six major areas: 1) readiness for teaching, 2) teacher performance, 3) professional attributes, 4) innovativeness, 5) collaboration, and 6) overall impact of the program on their school.

The findings from these interviews were:

All of the school administrators agreed that these graduates were "well-prepared" for teaching versus "somewhat prepared, somewhat unprepared or unprepared".

Eighty percent of the respondents indicated that this group of beginning teachers was "much better prepared". Substantiating statements for these responses were provided with many administrators identifying areas such as planning, classroom management, and the knowledge and use of a variety of classroom strategies as being particularly strong performance areas. Principals talked of students' high level of confidence and attributed this to the training that had made authentic role-taking a norm, enabling them to "hit the ground running".

All administrators responded that the teaching performance of the group as a whole was either "good" or "excellent", with eight of the nine administrators indicating that they perceived that this set of beginning teachers were much better or somewhat better in the specific areas of teaching performance in comparison to other beginning teachers.

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All administrators identified two characteristics that distinguished this group from other beginning teachers: 1) their openness in sharing their thoughts, successes and mistakes and 2) their ability to self-analyze, problem-solve and capitalize on available resources.

Many administrators characterized the graduates as being positive role models for innovative strategies and risk-taking, often resulting in veteran teachers adoption of previously untried teaching techniques. Some administrators commented that they considered the project's capability of renewing their school organizations with bright, well-prepared, innovative professionals a major factor in their school renewal efforts.

Most administrators indicated that at least on some levels of the organization, collaboration continued for clinical graduates and the clinical teachers. Many lamented the structure of the elementary work environment that prohibited more extensive interactions, but some administrators had found ways to support and encourage the collaborative efforts among teachers.

Insights about the overall impact of the project and the infusion of clinical graduates in school buildings were often focused to the positive climate that had resulted from the clinical teachers, clinical graduates, and building administrators working together on change initiatives and to establish learning-centered supervision as a norm.

Summary Statement

The Professional Development System program evaluation included three strategies that were focused to project goals and objectives and were based on the collaboratively developed beliefs of the program designers. Informal and on-going assessment was combined with a more formal assessment using an outside evaluation, graduate student interviews, and paper surveys. A follow-up study of graduates included studies of employability and licensure as well as an assessment by employing principals of graduates' characteristics.

The collective view of the formative and summative data seems to suggest that the project design and implementation is working. The model has been shown to be an effective vehicle for

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the establishment of a new professional norm and for the improvement of teaching and learning within all of the organizational contexts.

In addition to the multiple strengths noted by the evaluation activities, several issues were also identified which needed to be addressed in the future. Among the most important were the following three issues. The first was the need to move the PDS/MCT Project from the periphery of the university's teacher education efforts to the center of its efforts, involving two major tasks for the university. One task is to find ways to provide similar types of clinical experiences for a larger number of preservice teaching candidates. This is not an easy issue to resolve because the PDS/MCTP is both time and resource intensive. The second task is to find ways to build a strong commitment to the project and its organizing values and beliefs on the part of a larger portion of the university faculty who are involved in preservice teacher education.

The second issue was to insure that the project has built-in structures which will gradually enable the school systems to carry on the professional development efforts without so much intense university involvement. As the university begins to develop additional PDS sites, it will be imperative that the school districts possess the internal capacity to carry on the professional development model.

The third issue is to make the role of the school principal more visible and explicit in the project. In one of the two counties, the principals seem to play a much stronger role in the project than is true in the other county. This principal involvement has resulted in real schoolwide impact as opposed to just individual teacher and small group impact. Helping the school districts to define the principal's role more clearly would seem likely to strengthen the schoolwide impact of the project.

Part Four: Implications

Four goals and related events continued to offer grand new possibilities for institutionalization at the University of North Carolina at Wilmington. The Dean of the School of Education appointed a Transferability Committee that studied the Model Clinical Teaching Project / Professional Development System project results and recommended components that

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could and should transfer to all teacher education programs. This report became the basis for faculty discussions and debate and yielded agreement for many project aspects for immediate actions and others for longer term implementation. The Dean sought and was granted $350,000 from the North Carolina State Legislature to expand and institutionalize the Professional Development Systems agreements from two original counties to eight additional ones in the southeastern region of North Carolina. Collaboration with another university on PDS was made possible as a result of this funding. A new university position was created, that of a PDS Coordinator, to facilitate the creation and administration of new agreements. Funds to support the expansion of PDS to new schools and school systems provide the resources needed for quality implementation.

This program has influenced other aspects of teacher and public school education by expanding the projects to middle school and special education. Secondary principals want this model in their schools and all secondary university supervisors support this. The new PDS agreements presently under development will include program areas other than elementary.

There have been other ways the PDS project has affected educational practices. "Regular" student teacher supervisors are encouraging and often suggesting the development of portfolios and the use of videotaping by their student teachers. "Regular" university supervisors are adapting their methods and philosophies to be consistent with a coaching model of supervision. A coaching handbook is being developed for all supervisors, "regular" and PDS, as a tool for thinking and changing supervision practices.

From an organizational perspective, two school systems collaboratively developed this model with one university. Now another university and eight other school systems are ready to adopt/adapt this model for their needs. (See Professional Development System model below) Formal agreements have been signed with these institutions and the professional development initiatives have begun to assist in making this transition efficient and effective. This new phase of the program is simultaneously exciting and challenging - a process that continues to be dynamic and professionally renewing.

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